

### Editorial

The present issue of *Studies in Second Language Learning and Teaching* marks exactly three years of existence of the journal. On the one hand, this has not been a very easy time, mainly because of the fact that, as is the case with any startup publication, it has been extremely difficult to obtain papers that would satisfy the stringent criteria of high-quality academic research, with the effect that the rejection rate has been extremely high, and finding the right reviewers has also often constituted a major challenge. On the other hand, the three years have also witnessed the rise of *SLLT* in the field, as we have been privileged to publish papers by prominent scholars in the area of second language acquisition, well-known researchers have consented to act in the capacity of editors of special issues of the journal, and eminent figures have also agreed to review many of the submissions we have received. Equally importantly, there has been increasing interest in the papers we publish, which is evidenced in the growing numbers of downloads and citations, a clear advantage of having both a printed and an online version, the latter of which is accessible to everyone free of charge. I would like to take this opportunity to thank all those who have been involved in the production of the journal over these three years and have spent countless hours to make sure that the final product is each time up to standard. In particular, my sincere thanks go to assistants to the editor Anna Mystkowska-Wiertelak, Jakub Bielak, Mariusz Kruk and Krzysztof Kwiatkowski, our typesetter Piotr Bajak, as well as the authors and anonymous reviewers. Had it not been for their attention to detail, dedication, hard work and support, *SLLT* would surely not have gained the position in the field it enjoys today.

This last 2013 issue brings together seven papers, most of which report the findings of original research projects. It opens, however, with a thought-provoking contribution by Hanna Komorowska, who points to the need to reconsider current approaches to the development of multilingualism in the light

of reports recently launched by the European Union, and offers a number of specific guidelines in this respect, both in the area of teaching and supporting the learning process. In the next paper, Paola Vettorel and Lucilla Lopriore report the results of a study which aimed to determine the extent to which the recommendations of the proponents of the English as a lingua franca movement have made their way into teaching materials in Italy, concluding that, apart from the promotion of intercultural awareness, such a shift has not yet taken place. Subsequently, Wei Cai, Xiangrong Li and Meihua Liu provide evidence for the efficacy of study-abroad programs, demonstrating with the help of data collected by means of surveys and interviews that their Chinese participants majoring in English benefitted both linguistically and academically from a semester-long sojourn in English speaking countries. In the next research-based contribution, Katalin Piniel and Kata Csizér employ structural equation modeling to gain insights into the relationships between second language learning motivation, self-efficacy beliefs and anxiety manifested by Hungarian secondary school learners. Having found that these concepts are interrelated in rather intricate ways, an outcome that may serve as a basis for concrete pedagogical implications, they make the important point that our understanding of the processes of language learning is likely to benefit more from the investigation of clusters of individual difference variables rather than looking into such variables in isolation. The last three papers included in this issue report the findings of empirical studies dealing with the acquisition of second language sub-systems, both such that is uninstructed and the result of pedagogical intervention. In the first of these, Eugen Zaretsky, Benjamin P. Lange, Harald A. Euler and Katrin Neumann look into the acquisition of pluralization rules in German by monolingual and multilingual 4-year-old children and conclude that, although there are some diverging tendencies with respect to overgeneralization of specific linguistic features, the two groups do not differ qualitatively when it comes to the pluralization strategies applied. Subsequently, Jakub Bielak, Mirosław Pawlak and Anna Mystkowska-Wiertelak compare the effectiveness of grammar instruction focusing on English active and passive voice based on traditional explanations and cognitive grammar, providing evidence that although both types of intervention are equally effective for the development of explicit knowledge, it is the former that is more likely to have a positive effect on the growth of implicit knowledge, as revealed in more spontaneous use of the targeted structure. Finally, Mehmet Kanik demonstrates that what he calls a reversed discourse completion task can be a useful tool in assessing language learners' intercultural communicative competence as well as pragmatic competence. As always, I am hopeful that all of these contributions will be a source of inspiration for second language acquisition researchers, thereby paving the way for further empirical

studies that will help us better understand the puzzle of how people learn foreign languages and what practitioners can do to facilitate this process.

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